



RATIONALE

Eastern Fleurieu R-12 School is committed to providing a safe, inclusive, and supportive environment where all members of our school community are welcomed, accepted, and treated equitably and with respect. Through differentiation of the curriculum, we cater for a wide range of preferences for learning, readiness, and ability levels, therefore providing an educational program which is aimed at challenging and extending every student's intellectual, social, and academic potential.

AIM

Our aim is to provide all students with a quality education where they can achieve growth in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Our rigorous and diverse curriculum maximises engagement through multiple entry points for learning, whilst also ensuring that students have access to intervention and specialised support to increase their learning and wellbeing outcomes.

RESPONSIBILITIES

Responsibilities of school Leadership:

- Support staff to analyse learning and wellbeing data to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of knowledge and skills of staff through the access to and provision of training and development.
- Budget and plan for the provision of specialised and targeted resources (eg staffing, assistive technologies, facilities, intervention programs) using an evidence based approach.
- Provide and maintain suitable and accessible learning environments and facilities.
- Support the planning of individualised learning, assessment and reporting through the management of learning plans.
- Work in partnership with families, support services and external service providers to maximise learning, social, emotional, and behavioural outcomes.
- Support and guide families to gain access to resources within the school community and other external support agencies.
- Nurture a school community where members feel safe and free from discrimination, bias, and harassment by creating an environment that embraces diversity and supports, respect and harmony.
- Ensure that enrolment and transition processes are respectful and responsive to individual needs.



Responsibilities of staff:

- Provide for personalised learning and targeted support in classroom learning programs.
- Recognise that each student has their own aspirations, learning needs, strengths, and interests.
- Set high and realistic expectations for achievement and ensure growth in learning for every student.
- Read documents and reports provided by parents and carers about their child's learning needs.
- Accommodate and cater for the needs of all learners in their care by developing One Plans and applying reasonable adjustments through differentiated curriculum, learning and assessments.
- Analyse formative and summative assessment data, observations, anecdotal evidence, and knowledge of student backgrounds to inform teaching and learning programs and to track, monitor and identify students 'at risk'.
- Ensure the continuous strengthening of their own knowledge and pedagogical skills through engagement in relevant training
- Provide a learning environment that is safe, supportive, flexible and act when students are experiencing exclusion or loneliness.
- Work in partnership with students, families, staff, and external service providers to maximise learning and social outcomes.
- Report all concerns to Leadership and seek support where appropriate.

Responsibilities of parents and carers:

- Communicate openly with the school in line with the EFS Communication Policy and provide relevant information, specialist reports and documents to ensure that learning is personalised and targeted towards their child's specific needs.
- Raise any issues or concerns regarding their child's participation in the learning program with their child's teacher in the first instance or school Leadership if appropriate.
- Be involved in the planning, development, and implementation of their children's learning plan, including One Plan meetings for eligible students.
- Be aware of school policies, programs, rules, and routines and respect other people's rights to confidentiality.

Appendix 1.

DEFINITIONS AND ELABORATIONS

Differentiation of the curriculum

Differentiation is a targeted process that involves collaborative planning and reflection as well as teaching in response to relevant differences among individuals while maintaining high expectations for all. It involves assessment strategies that are fair and flexible, that provide an appropriate level of challenge and engage students in meaningful ways, through personalised learning.

One Plans

One Plans are personalised plans that contain information to support student's inclusion and achievement in school. Learning plans are co- developed for ATSI students, students under the Guardianship of the Minister, Gifted Students and students with disabilities. Specialist teachers, classroom teachers and School Support Officers work closely with parents and support people to ensure an appropriate curriculum is available through personalised goals and adjustments. These adjustments may be to the curriculum, the environment, or the teaching instruction. One Plans are monitored on an on-going basis and reviewed as a part of the planning cycle.

Support Services

DfE provides a range of professional support services which the school accesses for diagnostic and professional advice. These include Speech, Behaviour, Psychology, Disability Support, Hearing and Vision. This involves a referral, observation, and consultation about how best to support the students.

External Service Providers

We recognise that some students who have a disability, learning difficulty or other additional needs, require support from external service providers. On occasions where this support cannot be accessed outside of school hours, Parents and caregivers may request that the Principal allow the non-Department service provider to work with their child while they are at school. The Principal can approve or decline direct services to students at school and is under no obligation to either accept or decline a request. The decision will be made in accordance with the Non-DfE service providers in preschools, schools, and educational programs procedure (2016), on a case-by-case basis for each student and in negotiation with parents. More information is available in the Non-DfE service providers at preschools, schools, and educational programs fact sheet (2016).

EALD Learners

EALD is a Literacy support programme for non-English speaking students who were either born overseas, have parents born overseas or identify with another cultural background through extended family.

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